



## Fairfield Magnet School for Math and Science

1647 US HWY 321 BY-PN

Winnsboro, SC 29180

<b>Grades</b>	K-6 Elementary School	
<b>Enrollment</b>	450 Students	
<b>Principal</b>	Moni Cheagle	803-635-4810
<b>Superintendent</b>	Samantha J. Ingram, Ph.D.	803-635-4607
<b>Board Chair</b>	Mrs. Catherine Kennedy	803-337-3522

# THE STATE OF SOUTH CAROLINA 2009 ANNUAL SCHOOL REPORT CARD

## RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
<b>2009</b>	<b>Average</b>	<b>Average</b>
2008	At-Risk	Below Average
2007	At-Risk	Below Average
2006	At-Risk	At-Risk
2005	Below Average	Below Average

## DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2020 SC Performance Vision
- Good – School performance exceeds the standards for progress toward the 2020 SC Performance Vision
- Average – School performance meets the standards for progress toward the 2020 SC Performance Vision
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2020 SC Performance Vision
- At-Risk – School performance fails to meet the standards for progress toward the 2020 SC Performance Vision

## SOUTH CAROLINA PERFORMANCE GOAL

By 2010, SC's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

## SOUTH CAROLINA PERFORMANCE VISION

By 2020 all students will graduate with the knowledge and skills necessary to compete successfully in the global economy, participate in a democratic society and contribute positively as members of families and communities.

Percent of Student PASS Records Matched for Purpose of Computing Growth Rating

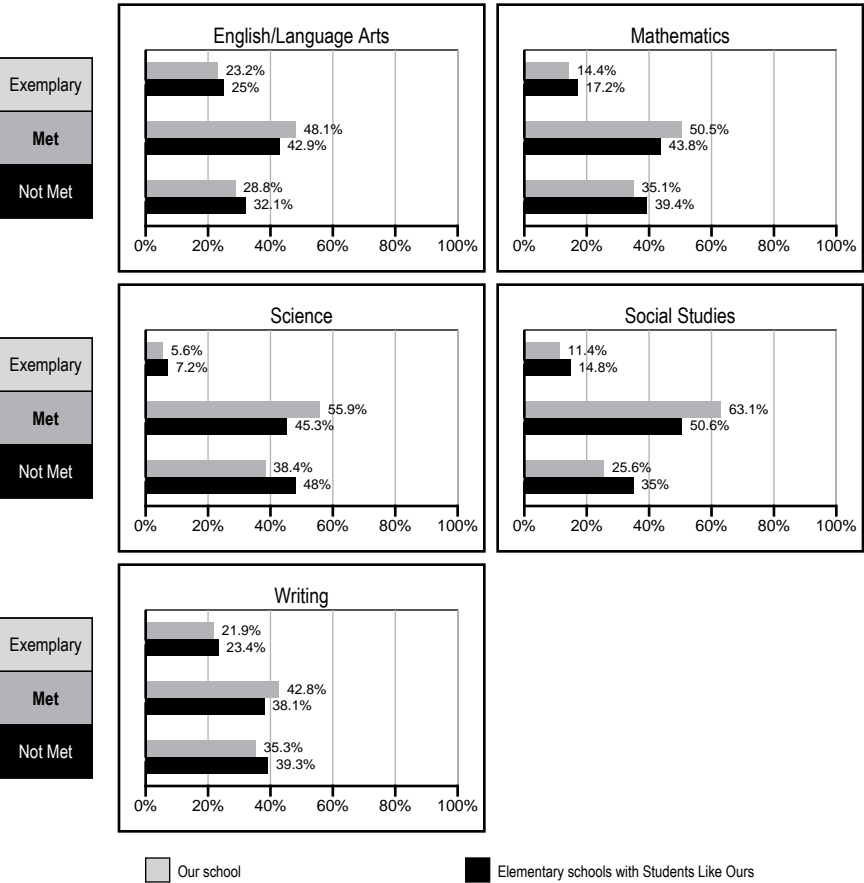
Percent of students tested in 2008-09 whose 2007-08 test scores were located | 100%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS\*

Excellent	Good	Average	Below Average	At-Risk
1	4	88	49	15

\* Ratings are calculated with data available by 06/01/2010.

Palmetto Assessment of State Standards (PASS)



\* Elementary schools with Students Like Ours are elementary schools with poverty indices of no more than 5% above or below the index for the school.

Definition of Critical Terms

Exemplary	"Exemplary" means the student demonstrated exemplary performance in meeting the grade level standard.
Met	"Met" means the student met the grade level standard.
Not Met	"Not Met" means that the student did not meet the grade level standard.

Abbreviations for Missing Data

N/A–Not Applicable    N/AV–Not Available    N/C–Not Collected    N/R–Not Reported    I/S–Insufficient Sample

School Profile

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
<b>Students (n=450)</b>				
First graders who attended full-day kindergarten	100.0%	N/R	100.0%	100.0%
Retention rate	0.0%	Down from 1.9%	2.4%	1.9%
Attendance rate	97.0%	Up from 94.5%	96.1%	96.3%
Eligible for gifted and talented	15.2%	Up from 8.0%	5.3%	10.0%
With disabilities other than speech	4.5%	Down from 18.5%	8.5%	7.7%
Older than usual for grade	0.0%	Down from 1.9%	0.8%	0.5%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.2%	No Change	0.0%	0.0%
<b>Teachers (n=39)</b>				
Teachers with advanced degrees	35.9%	Down from 58.5%	57.1%	59.4%
Continuing contract teachers	33.3%	Down from 61.0%	73.9%	80.0%
Teachers with emergency or provisional certificates	5.6%	Down from 9.1%	0.0%	0.0%
Teachers returning from previous year	58.1%	Down from 83.7%	83.9%	85.9%
Teacher attendance rate	95.3%	Down from 96.9%	95.2%	95.1%
Average teacher salary*	\$40,601	Down 13.2%	\$45,669	\$47,149
Professional development days/teacher	7.3 days	Up from 6.5 days	11.0 days	11.1 days
<b>School</b>				
Principal's years at school	0.5	Down from 3.5	3.0	4.0
Student-teacher ratio in core subjects	17.9 to 1	Up from 13.7 to 1	17.5 to 1	18.8 to 1
Prime instructional time	91.0%	Up from 90.7%	90.1%	90.4%
Opportunities in the arts	Excellent	Up from Good	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	100.0%	No Change	100.0%	100.0%
Character development program	Below Average	Down from Good	Excellent	Excellent
Dollars spent per pupil**	\$10,169	Down 6.8%	\$8,148	\$7,458
Percent of expenditures for instruction**	66.4%	Up from 62.0%	68.5%	68.8%
Percent of expenditures for teacher salaries**	62.3%	Up from 58.3%	62.4%	63.2%

\* Includes current year teachers contracted for 185 or more days.

\*\* Prior year audited financial data are reported.

Abbreviations for Missing Data

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Report of Principal and School Improvement Council

Fairfield Magnet School for Math and Science was reconstituted and completed its inception year during 2008-09. The school provided a challenging academic environment for students in kindergarten through sixth grades. Students received a comprehensive, rigorous curriculum based on the state standards. A variety of assessments to include End of Quarter tests, Measures of Academic Progress (MAP) tests, Domini, and common assessments, were utilized to determine and monitor student progress. A comparison of Fall to Spring MAP data indicates overall academic growth for students in third through sixth grades, and results of End of Quarter tests reveal impressive academic gains for students in kindergarten through second grades. Students also received additional instruction in Science through participation in scientific experiments within the Science labs. Furthermore, the school takes great pride in having maintained a student attendance average above 95% for the entire school year.

The school sponsored several events in an effort to increase learning opportunities and community involvement. Family Math and Science Night, Family Literacy Night, the Science Fair, and the Cultural Awareness & Career Fairs are some events that enhanced learning and engaged students in fun, standards-based activities. The school's Parent Teacher Organization (PTO) and Room Parents sponsored a family banquet, craft and yard sale, and spring dances. Additionally, the room parents assisted teachers and administrators with tasks to positively affect the school learning community and foster relationships to ensure student success. The School Improvement Council also worked actively to support student learning and school improvement.

In addition to providing a challenging curriculum, the school offers a stellar Fine Arts program. Dance, Strings, Music, Spanish, Art, Chorus, Show Band, and Drumline provide an additional platform for students to showcase their talents.

Teachers participated in embedded staff development throughout the year, which included Marzano's Strategies, Ruby Payne's Framework of Poverty, Activities in Math and Science (AIMS), and Open Court training, to name a few. Other notable attributes of the school include the "Yardsticks of Success" behavioral management system, Green Day celebrations, positive referrals, and an academic question of the day.

We will continue our quest in achieving our vision of "Improving Tomorrow by Learning Today" in our journey to achieve excellence.

Mrs. Moni Cheagle, Principal  
 Ms. Tracie Davis, SIC Chairperson

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	38	59	55
Percent satisfied with learning environment	60.5%	86.2%	80.0%
Percent satisfied with social and physical environment	68.4%	91.4%	89.1%
Percent satisfied with school-home relations	64.9%	89.5%	90.9%

\* Only students at the highest elementary school grade level and their parents were included.

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No Child Left Behind

School Adequate Yearly Progress	YES
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This school met 17 out of 17 objectives. The objectives included student performance, graduation rate or student attendance, and participation in the state testing program.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for "All Students" and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency in the areas of English/Language Arts and Mathematics, as well as meeting the statewide target for "All Students" for attendance or graduation rate.

School Improvement Status	
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School Improvement Key

NI	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
CSI	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
CA	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
RP	Plan to Restructure-Sanctions: Continue school choice and supplemental services. Develop a plan to restructure. If the school misses AYP the next year, the school implements the restructuring plan.
R	Restructure-The school missed AYP after two years of corrective action. Sanctions: Implement the restructuring plan. Continue school choice and supplemental services.
DELAY	The school met AYP in all subgroups and the indicator for one year, thus the delay provision applies. The school remains in the same status as last year and is referred to as in "Delay."
HOLD	The school made progress for one year in the subject area that identified the school for school improvement. The school remains in the same status as last year and is referred to as in "Hold."

Teacher Quality and Student Attendance

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	N/A	1.7%
Classes in high poverty schools not taught by highly qualified teachers	7.0%	5.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	2.3%	0.0%	No
Student attendance rate	97.0%	94.0%*	Yes

\* Or greater than last year

Abbreviations for Missing Data

**PASS Performance By Group**

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary*	District % Met or Exemplary*	State % Met or Exemplary*	Performance Objective Met	Participation Objective Met
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**English/Language Arts - State Performance Objective = 58.8% (Met or Exemplary)**

All Students	287	99.7	28.5	48.2	23.2	83.1	71.7	82.8	Yes	Yes
<b>Gender</b>										
Male	125	100	30.9	47.2	22	82.1	66.4	79.3	N/A	N/A
Female	162	99.4	26.7	49.1	24.2	83.9	76.7	86.5	N/A	N/A
<b>Racial/Ethnic Group</b>										
White	54	100	26.9	40.4	32.7	82.7	77.4	89.5	Yes	Yes
African American	230	99.6	29.3	49.3	21.4	83	70.9	73.7	Yes	Yes
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	92.3	I/S	I/S
Hispanic	3	I/S	I/S	I/S	I/S	I/S	68.8	76.5	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	82.5	I/S	I/S
<b>Disability Status</b>										
Disabled	28	100	64.3	32.1	3.6	57.1	44.1	52	I/S	I/S
<b>Migrant Status</b>										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	66.1	N/A	N/A
<b>English Proficiency</b>										
Limited English Proficient	3	I/S	I/S	I/S	I/S	I/S	66.7	75.1	I/S	I/S
<b>Socio-Economic Status</b>										
Subsided meals	245	99.6	30	50.2	19.8	81.5	70	75.5	Yes	Yes

**Mathematics - State Performance Objective = 57.8% (Met or Exemplary)**

All Students	287	99.7	34.9	50.7	14.4	72.9	65.6	78.9	Yes	Yes
<b>Gender</b>										
Male	125	100	30.9	52	17.1	74	62.6	77	N/A	N/A
Female	162	99.4	37.9	49.7	12.4	72	68.3	80.9	N/A	N/A
<b>Racial/Ethnic Group</b>										
White	54	100	32.7	51.9	15.4	76.9	73.4	87.2	Yes	Yes
African American	230	99.6	35.4	50.7	14	72.1	64.3	66.7	Yes	Yes
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	93	I/S	I/S
Hispanic	3	I/S	I/S	I/S	I/S	I/S	68.8	76	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	79.5	I/S	I/S
<b>Disability Status</b>										
Disabled	28	100	57.1	35.7	7.1	50	31.1	45.5	I/S	I/S
<b>Migrant Status</b>										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	75.7	N/A	N/A
<b>English Proficiency</b>										
Limited English Proficient	3	I/S	I/S	I/S	I/S	I/S	66.7	76.1	I/S	I/S
<b>Socio-Economic Status</b>										
Subsided meals	245	99.6	37.4	49.8	12.8	70.8	64	70.2	Yes	Yes

\* Adjusted to account for natural variation in performance.

**Abbreviations for Missing Data**

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**PASS Performance By Group**

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary
<b>Science</b>								
All Students	177	100	38.1	56.3	5.7	61.9	46.5	67.5
<b>Gender</b>								
Male	79	100	38.5	55.1	6.4	61.5	44.3	67
Female	98	100	37.8	57.1	5.1	62.2	48.6	68
<b>Racial/Ethnic Group</b>								
White	30	100	31	65.5	3.4	69	54	79.5
African American	146	100	39	54.8	6.2	61	45.5	50.3
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	84.3
Hispanic	1	I/S	I/S	I/S	I/S	I/S	40	60.7
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	71.2
<b>Disability Status</b>								
Disabled	21	100	66.7	28.6	4.8	33.3	16	35.6
<b>Migrant Status</b>								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	46.1
<b>English Proficiency</b>								
Limited English Proficient	1	I/S	I/S	I/S	I/S	I/S	40	59.6
<b>Socio-Economic Status</b>								
Subsided meals	153	100	40.8	55.9	3.3	59.2	43.7	55.1

**Social Studies**

All Students	177	100	25.6	63.1	11.4	74.4	52.7	72.3
<b>Gender</b>								
Male	67	100	28.8	56.1	15.2	71.2	48.4	71.5
Female	110	100	23.6	67.3	9.1	76.4	56.5	73.2
<b>Racial/Ethnic Group</b>								
White	37	100	19.4	69.4	11.1	80.6	63.5	80.7
African American	138	100	27.5	61.6	10.9	72.5	50.1	60
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	88.5
Hispanic	2	I/S	I/S	I/S	I/S	I/S	93.3	68
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	72.2
<b>Disability Status</b>								
Disabled	12	100	50	41.7	8.3	50	29.2	43.5
<b>Migrant Status</b>								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	50.7
<b>English Proficiency</b>								
Limited English Proficient	2	I/S	I/S	I/S	I/S	I/S	92.9	67.9
<b>Socio-Economic Status</b>								
Subsided meals	148	100	29.7	58.8	11.5	70.3	49.6	62.1

Abbreviations for Missing Data

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PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary	School Attendance Rate	District Attendance Rate
Writing										
All Students	294	99.7	35.1	43	22	64.9	56.3	70.2	97	95.6
Gender										
Male	129	100	44.9	39.4	15.7	55.1	48.2	63.2	96.9	95.3
Female	165	99.4	27.4	45.7	26.8	72.6	63.8	77.5	97	95.8
Racial/Ethnic Group										
White	56	98.2	28.3	43.4	28.3	71.7	59.1	79.1	96.5	94.6
African American	235	100	36.2	43	20.9	63.8	55.7	57.6	97.1	95.7
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	86.2	99.4	98.6
Hispanic	3	I/S	I/S	I/S	I/S	I/S	68.8	62.6	94.8	95.6
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	68.7	N/A	N/A
Disability Status										
Disabled	26	100	N/AV	N/AV	N/AV	23.1	19.3	26.1	96.8	94.4
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	54.7	N/A	N/A
English Proficiency										
Limited English Proficient	3	I/S	I/S	I/S	I/S	I/S	64.3	61.2	94.8	95.5
Socio-Economic Status										
Subsidized meals	250	99.6	37.1	43.5	19.4	62.9	54.3	58.9	96.8	95.5

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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
English/Language Arts							
2009	3	72	100	30.6	40.3	29.2	69.4
	4	68	100	30.9	42.6	26.5	69.1
	5	73	100	25.4	60.6	14.1	74.6
	6	74	98.7	27.4	49.3	23.3	72.6
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Mathematics							
2009	3	72	100	48.6	44.4	6.9	51.4
	4	68	100	33.8	44.1	22.1	66.2
	5	73	100	33.8	57.7	8.5	66.2
	6	74	98.7	23.3	56.2	20.5	76.7
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Science							
2009	3	36	100	50	44.4	5.6	50
	4	68	100	36.8	54.4	8.8	63.2
	5	36	100	34.3	60	5.7	65.7
	6	37	100	N/AV	N/AV	N/AV	67.6
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Social Studies							
2009	3	36	100	27.8	50	22.2	72.2
	4	68	100	29.4	64.7	5.9	70.6
	5	37	100	27.8	69.4	2.8	72.2
	6	36	100	13.9	66.7	19.4	86.1
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Writing							
2009	3	75	100	32	44	24	68
	4	68	98.5	43.3	35.8	20.9	56.7
	5	76	100	36.5	43.2	20.3	63.5
	6	75	100	29.3	48	22.7	70.7
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A

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